INDEX TO VOLUME 21

A

Action research, practical theory and, 355
Adjudication vs. mediation, research on, 139–140
African Americans: interethnic conflict and, 98; intragroup conflict and, 99; racism and, 98; transgenerational trauma and, 98–99; violence and, 98–99. *See also* Conflict resolution education programs, and African American students' intergroup conflict constructs/behavior (study)
Allen, M., "Evaluating Peer Mediation Outcomes in Educational Settings: A Meta-Analytic Review," 7–26
Alternative dispute resolution (ADR): advantages of, in public policy conflict, 363; communication and, 340; community-based dispute resolution programs and, 400–402; environmental conflicts and, 363; forms of, 313–314; growth of, 313; limitations of, in public policy conflict, 363. *See also* Internal dispute resolution; Mediation; Ombuds processes, effectiveness of (study); Online dispute resolution
American Planning Association, 191–192
American Psychological Association Commission Violence and Youth, 34
Anderson, D. Y., "The Impact of Participation in a Parent Education Program for Divorcing Parents on the Use of Court Resources: An Evaluation Study," 169–187
Articles: "Building the Container: Curriculum Infusion and Classroom Climate," 115–130; "Compliance in Small Claims Court: Exploring the Factors Associated with Defendants' Level of Compliance in Mediated and Adjudicated Outcomes," 139–153; "Conflict Resolution and Moral Reasoning," 27–45; "CONFLICTALK: An Instrument for Measuring Youth and Adolescent Conflict Management Message Styles," 69–78; "Dueling Experts in Mediation and Negotiation: How to Respond When Eager Expensive Entrenched Expert Egos Escalate Enmity," 419–436; "Evaluating Peer Mediation Outcomes in Educational Settings: A Meta-Analytic Review," 7–26; "Exploring an Integrative Framework for Understanding Mediation," 295–311; "Exploring the Intragroup Conflict Constructs and Behaviors of African American Public School Children in an Inner-City Conflict Resolution Education (CRE) Program," 95–112; "The Impact of Participation in a Parent Education Program for Divorcing Parents on the Use of Court Resources: An Evaluation Study," 169–187; "Mediation Styles: Subjective Assessment of Mediators," 437–450; "Mediator Mentors: Improving School Climate, Nurturing Student Disposition," 47–67; "*Our Neighborhood:* Using Entertaining Children's Television to Promote Interethnic Understanding in Macedonia," 79–93; "A Path to Peace or Persistence? The 'Single Identity' Approach to Conflict Resolution in Northern Ireland," 273–293; "State-Level Associations: An Emerging Trend in Community Mediation," 399–417; "Theory-Based Training in Constructive Conflict for Trauma Relief Personnel: The Case of Croatia and Bosnia," 155–167; "What Is Success in Ombuds Processes? Evaluation of a University Ombudsman," 313–335
Aspen Institute, 270, 361, 364–365, 371, 373–374, 376. *See also* Program on

Energy, the Environment, and the Economy (Aspen Institute)
Attachment, conflict resolution programs and, 33–34

B

Bacani, B. R., "Bridging Theory and Practice in Peace Education: The Notre Dame University Peace Education Experience," 503–511
Bailey, S. P., "Conflict Resolution and Moral Reasoning," 27–45
Balkans, interethnic conflict in, 158. *See also* Interethnic conflict, theory-based training and (study)
Batton, J., "Cost-Benefit Analysis of CRE Programs in Ohio," 131–133
Ben-Gal, M., "Stakeholder Frames in the Mapping of the Lower Kishon River Basin Conflict," 211–238
Brand, M., "Consensus Building and 'Smart Growth,'" 189–209
"Bridging Theory and Practice in Peace Education: The Notre Dame University Peace Education Experience," 503–511
"Building the Container: Curriculum Infusion and Classroom Climate," 115–130
Burrell, N. A., "Evaluating Peer Mediation Outcomes in Educational Settings: A Meta-Analytic Review," 7–26

C

CARE International, 483, 487
Catron County case study, 351–353
Center for Conflict Management, Kennesaw State University, 395, 463–464, 515
Charmed loops, of dialogue, 342–344
Chia, H.-B., "Traditional Mediation Practices: Are We Throwing the Baby Out with the Bath Water?" 451–462
Children's television: Common Ground programs and, 80–8; interethnic understanding and, 92; as negative influence, 79–80; as positive influence, 80. *See also* Nashe Maalo (Our Neighborhood) media project
Chinese/Malay mediation, traditional and new practices in: historical background, 451–452; institutionalized mediation and, 452–453
Chinese mediation: conduct issues and, 453–454, 461; face saving and, 454, 461; mediator as educator and, 461; mediator as moral guardian and, 453; mediator-instigated regret and, 461; traditional practices in, 453–454; use of symbolic language and, 453–454, 461; working with Chinese clients, 463. *See also* Traditional Chinese/Malayan mediation practices
Chong, C.-L., "Traditional Mediation Practices: Are We Throwing the Baby Out with the Bath Water?" 451–462
Church, C., "A Path to Peace or Persistence? The 'Single Identity' Approach to Conflict Resolution in Northern Ireland," 273–293
"Civil Conflict, Education, and the Work of Schools: Twelve Propositions," 471–481
Coevolution of Realpolitik and Idealpolitik, 519–520
Colloquy: "Bridging Theory and Practice in Peace Education: The Notre Dame University Peace Education Experience," 503–511; "Civil Conflict, Education, and the Work of Schools: Twelve Propositions," 471–481; "Conflict and Education: Some Personal Reflections," 513–523; "Conflict, Peace, and Education: A Tangled Web," 463–470; "Consensus Building and 'Smart Growth,'" 189–209; "In Their Own Words: Contextualizing the Discourse of (War) Trauma and Healing," 491–501; "International Education and Conflict: Empowering Individuals, Transforming Societies, and Making Waves—An Interview with Jane Benbow from CARE," 483–490; "The 'Listening to the City' Online Dialogues Experience: The Impact of a Full Value Contract," 381–393; "Stakeholder Frames in the Mapping of the Lower Kishon River Basin Conflict," 211–238; "The Transcendent Communication Project: Searching for a Praxis of Dialogue," 337–359; "Using International, Values-Based Dialogue to Engage Complex Public Policy Conflicts," 361–379; "What's News? Reflections of Intractable Environmental Conflicts in

the News: Some Promises, Many Premises," 239–262
Common Ground media projects: in Macedonia, 81. *See also* Nashe Maalo (Our Neighborhood) media project
Commonplacing, communication and, 345–346
Communication: in conflict, 337–338; creative function of, 340; first-order change and, 339; second-order change and, 339; sophistry and, 345–346. *See also* Transcendent Communication Project
Communication perspective: Buber's I-Thou relationship and, 341; charmed loops of dialogue and, 342–344; commonplacing and, 345–346; dialogue and, 340–341; metaphors and, 340–351; self-other ridge and, 341, 343; sensibilities involved in transformative communication and, 347–348; strange loops and, 344–345; tension and, 342–343, 347; Transcendent Communication Project and, 339–340; weaving and, 346–347. *See also* Dialogue
Community-based dispute resolution programs (CDRPs): ADR and, 400–402; growth of, 399; issues for, 400–401; role of, 400; specialization of services in, 400; state-level mediation associations and, 401; typology of organizations supporting, 402
Community building, sustainable community development and, 495
Community dispute resolution centers (CDRCs), and police mediation, 263–267
Community mediation: recommendations for, 413. *See also* Community-based dispute resolution programs (CDRPs); State-level mediation associations (SMAs) x
Community relations work: contact hypothesis and, 279–281; in Northern Ireland, 274, 279, 289. *See also* Single-identity work
Compliance: distributive justice and, 141; instrumental view of, 141; legitimacy and, 142; mediation and, 142–143; procedural justice and, 140–141; research on, 139–140. *See also* Compliance, dispute resolution forum and (study)
Compliance, dispute resolution forum and (study): background, 139–143; compliance measures, 145–146; compliance with adjudicated cases, 149–151; compliance with mediated cases, 148–151; defendants' reasons for compliance, 147–148; discussion, 150–152; disputant/case characteristics, 146–147; distributive justice and, 151; forum type and compliance, 147; guilt and, 151; participants, 143; personal responsibility/honor and, 150; procedural justice and, 151; research design, 144; research setting, 143; respect for authority and, 151; results, 146–150
"Compliance in Small Claims Court: Exploring the Factors Associated with Defendants' Level of Compliance in Mediated and Adjudicated Outcomes," 139–153
Comprehensive Peer Mediation Evaluation Project (CPMEP), 7, 22
Comprehensive Peer Mediation Project (CPMEP), 7
Conflict: Buber's I-It relationship and, 341; change in elements of, 235; communication and, 337–338; divorce and, 172; education and, 467–469; GDP and, 468; as goad to creativity, 343–344; law of instrument and, 518; media and, 240; online, 389–390; opportunities for educators and, 468; public policy, 363–364; scoping and, 367–369; sophistry and, 345–346; teaming and, 367; third party/convener skills and, 366–367. *See also* Conflict, and education; Conflict dynamics; Interethnic conflict; Intractable conflict; Northern Ireland conflict; Reframing conflict; Teaching of peace/conflict; Violence
Conflict, and education: coevolution of Realpolitik and Idealpolitik and, 519–520; destruction of schools and, 467; education of refugee children and, 467; education-policy-conflict nexus and, 515; Idealpolitik and, 515–520; individuals, families, and communities and, 477–478; loss of agency and, 478–479; opportunities for educators and, 468; perpetuation of, 479; political context and, 485; Realpolitik and,

514–515, 520; willingness to learn and, 478
"Conflict and Education: Some Personal Reflections," 513–523
Conflict development, frames and, 219
Conflict dynamics: conflict development, 212; framing and, 212. *See also* Framing, conflict mapping and (study)
Conflict-education-policy-conflict relationship, 515
Conflict management education (CME), cost-benefit analysis of, 131–133
Conflict management measurement. *See* CONFLICTALK, conflict management instrument (study)
Conflict mapping. *See* Framing, conflict mapping and (study)
Conflict, Peace, and Education: A Tangled Web," 463–470
Conflict resolution: contingency approach to, 518; MACBE model for, 157, 159, 162; reactive nature of, 516; three-pillar framework of, 516–518. *See also* Interethnic conflict, theory-based training and (study)
Conflict resolution agencies/programs, 515–516
"Conflict Resolution and Moral Reasoning," 27–45
Conflict resolution classroom: integrative thinking and, 34; moral reasoning and, 29–33; school attachment and, 33–34. *See also* Conflict resolution programs, school-based; Moral reasoning, conflict resolution and (study)
Conflict resolution education (CRE): building caring community and, 115–116; creating culturally informed, 100; critiques of, 3; deficits in research on, 98; Eurocentric values of, 94, 109; intergroup vs. intragroup values and, 95–96; interprofessional collaboration and, 60; need for, 489; nonmajority cultural experiences and, 96; peace education and, 485; research recommendations for, 59–60. *See also* Conflict resolution education, infusion into curriculum of (study); Conflict resolution programs, school-based; Ohio Conflict resolution education programs; School-based peer meditation
Conflict resolution education, infusion into curriculum of (study): Classroom Life Measure and, 118–119, 121–125; Classroom Life Survey and, 118–119; conclusions, 126; constructive responses and, 126; data analysis, 120; data collection criteria, 118; group-based learning and, 125; integrated lessons and, 127–128; life-relevant projects and, 125; measurement, 118–119; methodology, 117; National Curriculum Integration Project (NCIP) and, 115–118, 120–128; NCIP model and, 116, 120; planning/goal setting and, 127; practice implications, 126–128; program implementation and, 119–120; questionnaires, 118; research implications, 128; respect/caring for students and, 125–126; respecting others and, 126; results, 120–126; sample, 117; student focus groups/interviews and, 119, 125–126; sustained/integrated projects and, 125; training issues and, 127; working with others and, 126
Conflict resolution education programs (Ohio): case study approach of, 100; colorism and, 104, 107; conclusions, 109–110; Conflict Resolution in Schools Program and, 97, 100–102, 110; Consortium on Negotiation and Conflict Resolution and, 97, 100–102, 110; core values and, 105; cultural pride and, 104–105, 108; disciplinary cost details and, 132; discussion, 106–108; fears of victimization and, 103–104, 106–107; future research, 109–110; grant recipient schools and, 132–133; identity conflict and, 104–105, 107 implications, 108–109; limitations, 110; literature review and, 97–100; methodology, 100–101; name calling and, 104, 107; nonethnically related conflict and, 105–106; Ohio School Conflict Management Initiative (OSCMI and, 131–132; participants, 101–102; purpose, 100; self esteem and, 104, 107–108; settings of, 10; student-teachers and, 102–103; themes, 103–106; verbal warfare and, 105, 108
Conflict Resolution in Schools Program (CRiSP), 97

Conflict resolution programs, school-based: anti-bias effect of, 28; cooperative behavior and, 28; decision-making skills and, 28; empathy and, 29–32; moral reasoning and, 27–29; problem-solving skills and, 28; school attachment and, 33–34; school climate and, 28; school violence and, 27–28; social communication skills and, 33; social competence and, 29. *See also* Mediator Mentors program, student and school climate outcomes of (study); Moral reasoning, conflict resolution and (study)
CONFLICTALK, conflict management instrument (study): conclusion, 76–77; methodology, 70–72; results/discussion, 72–76; sample, 72;
"CONFLICTALK: An Instrument for Measuring Youth and Adolescent Conflict Management Message Styles," 69–78
Consensual decision making, 141
"Consensus Building and 'Smart Growth,'" 189–209
Consensus-building process: characteristics of, 195–196; definition of, 195; evaluation of, 205; Robert's Rules of Order and, 197; voting and, 198. *See also* Minnesota Smart Growth projects
Consortium on Negotiation and Conflict Resolution (CNCR), 96–97
Contact hypothesis, 279–281. *See also* Contact Triangle Model
Contact Triangle Model, 285–286
Container of caring community, 115
Context-based healing. *See also* Trauma healing
Convergent dialogue, 365
"Cost-Benefit Analysis of CRE Programs in Ohio," 131–133
Cultural Bridges Coalition, of the National Conference on Peacemaking and Conflict Resolution, 96
Curriculum, types of, 472

D

Decision control, 140
Deescalation, of intractable conflict, 157
Desivilya, H. S., "Theory-Based Training in Constructive Conflict for Trauma Relief Personnel: The Case of Croatia and Bosnia," 155–167
Dialogue: Buber's I-Thou relationship and, 341; charmed loops of, 342–344; commonplacing and, 345–346; communication perspective and, 340–341; discourse and, 356; ground rules for, 382, 384–385; ground rules for, 384; intervention agents and, 357; moral conflict and, 269; need for, 339; new kinds of, 339; *praxis* of, 340, 351–355; processes of, 270; public policy conflict and, 363–364; questions about, 270; respect and, 269–270; second-order change and, 339; social relationships and, 362; spirit of freedom and, 347; spirit of inclusion and, 347–348; spirit of inquiry and, 348; spirit of possibility and, 348; spirit of spontaneity and, 348; strange loops of, 344–345; tension and, 342–343, 347; theory/practice needs and, 269; weaving and, 346–347. *See also* Intentional, values-based dialog; Online dialogue
Dialogue groups, effectiveness of, 384
Dialogue models, 385. *See also* Full Value Contract (FVC)
Discourse, dialogue and, 356
Dispute resolution. *See* Compliance, dispute resolution forum and (study)
Dissonance, of behavior, emotions, and beliefs, 421
Distributive justice, compliance and, 141, 151
Dueling experts: judges' responses to, 422–423; negotiation dynamics and, 421–423; patterns of, 420; preparing clients for, 433–434; psychological dynamics of, 421; questions for further study on, 434; tactics of, 422. *See also* Mediator response, to dueling experts; Response options, with dueling experts
"Dueling Experts in Mediation and Negotiation: How to Respond When Eager Expensive Entrenched Expert Egos Escalate Enmity," 419–436
Dueling experts syndrome, 420–421

E

Education: curriculum and, 472; definition/role of, 471–472
Education: equity and, 475; five questions of education systems and, 474–475; gender and, 486; need for, 489; obstacles to, 488; political nature of, 485–486; revolutionary movements and, 477; utility of, 486–487; as violent, 476–477. *See also* Conflict, and education; Peace education; Schools: Teaching of peace/conflict
Educators: challenges of, 484, 489; conflict resolution education and, 485; curriculum/pedagogy for, 484; education and, 485, 489; protocol for, 487–488; resistance of populace to, 484; risks to, 484; training for, 489
Ellis, D., "The Impact of Participation in a Parent Education Program for Divorcing Parents on the Use of Court Resources: An Evaluation Study," 169–187
Empathy: cognitive restructuring and, 32; conflict resolution and, 29–30; moral reasoning and, 30; role taking and, 32
Environmental conflicts: alternative dispute resolution practices and, 363; frame types in, 244; media coverage of, 245–246; reframing of, 235, 246; transformation of, 256. *See also* Environmental conflicts, and the media (study); Framing, conflict mapping and (study); Lower Kishon River Basin conflict
Environmental conflicts, and the media (study): case studies and, 242–243; conceptual framework and, 243–244; conclusions, 254–256; conflict dimensions typology and, 256–257; content of media coverage and, 250–251; context and, 251–252; data analysis, 247–248; environmental conflict dimensions and, 258; environmental conflict frame typologies, 257; environmental conflicts frame and, 25–259; findings/discussion, 248–253; framework/process and, 258–260; future research, 255; limitations, 255; media frames and, 252–253; media style and, 253; news text framing typology, 257; newspaper coverage dimensions and, 259–260; recommendations, 254; research method and, 240—241; research on conflict and, 240; research questions, 246–247; research typologies and, 256–257; setting, 241–248; stakeholders and, 248–249; typology, 247; voices and, 249–250
Environmental conflicts frames, 244
Environmental Framing Consortium (EFC), 244
Ethnic understanding. *See* Nashe Maalo (Our Neighborhood) media project
European Center for Violence Prevention conference, 4
"Evaluating Peer Mediation Outcomes in Educational Settings: A Meta-Analytic Review," 7–26
Experts: advantages of, 419; definitions of, 419; disadvantages of, 419–421. *See also* Dueling experts; Dueling experts syndrome
"Exploring an Integrative Framework for Understanding Mediation," 295–311
"Exploring the Intragroup Conflict Constructs and Behaviors of African American Public School Children in an Inner-City Conflict Resolution Education (CRE) Program," 95–112

F

Family information session (FIS), 173–185. *See also* Parent education programs (PEPs)
Figallo, C., "The 'Listening to the City' Online Dialogues Experience: The Impact of a Full Value Contract," 381–393
First-order change, communication and, 339
Frame analysis, 233
Frames: environmental conflicts, 244; media, 245; phrasing, 244, 232; substance, 224, 226–231; typologies for, 214–220; values/identity, 223–224, 226–227, 244
Framing: approaches to, 213; cognitive heuristics approach to, 213; conflict development and, 219; defined, 212;

environmental conflict and, 213–214; environmental disputes and, 244; frame categories approach to, 213; issue development approach to, 213; literature on, 213–214; prospective frame elicitation and, 214; reframing and, 233–234; research on, 239; typology, 214–220. *See also* Framing; Framing, conflict development and (study)
Framing, conflict mapping and (study): background research and, 215–221; case study: Kishon River Basin, 220–221; data collection/analysis and, 225; definition of terms and, 212; frames analysis and, 221–222; framing typology and, 215–220; future research and, 235–236; impact for frame analysis and, 233–235; Kishon frames and, 225–232; literature review and, 213–214; methodology, 221–225; phrasing frames and, 224, 232; practice implications and, 235–236; priorities sequencing and, 230–231; process frames and, 224–225, 231–232; reframing and, 235; substance frames and, 224, 226–231; values frames category definitions and, 223–224; values/identity frames and, 226–227. *See also* Framing
Freire's theory of literacy, 495
Fuertes, A. B., "In Their Own Words: Contextualizing the Discourse of (War) Trauma and Healing," 491–501
Full Value Contract (FVC): creating a safe place and, 383, 386; Cyberspace and, 385; definition of, 270; description of, 382; facilitator role and, 387–388; group conflict and, 389–390; group definition/behavior and, 388; other dialogue models and, 385; participant commitment and, 384; participant cooperation and, 388–389; positive attitude and, 387–388; terminology and, 388–389; value of, 381–383, 390–391. *See also* "Listening to the City" Online (LTC-O), and the Full Value Contract (FVC; case study)
Fuller, R. M., "CONFLICTALK: An Instrument for Measuring Youth and Adolescent Conflict Management Message Styles," 69–78

G

Gal, R., "Theory-Based Training in Constructive Conflict for Trauma Relief Personnel: The Case of Croatia and Bosnia," 155–167
Gender: education and, 486; violence and, 476
Group vs. cooperation theory, 495–496

H

Harrison, T. R., "What Is Success in Ombuds Processes? Evaluation of a University Ombudsman," 313–335
Heydenberk, R. A., "Conflict Resolution and Moral Reasoning," 27–45
Heydenberk, W. R., "Conflict Resolution and Moral Reasoning," 27–45

I

I-It relationship, 341
I-Thou relationship, 341
Idealpolitik, 515–520
"Impact of Participation in a Parent Education Program for Divorcing Parents on the Use of Court Resources: An Evaluation Study, The," 169–187
"In Their Own Words: Contextualizing the Discourse of (War) Trauma and Healing," 491–501
Institute for Conflict Analysis and Resolution (ICAR), 515, 519
Instrumental view, of compliance, 141
Intention, of convening, 364
Intentional, values-based dialogue: advantages of, in public policy conflict, 364; categories of, 365; convergent, 365; development of, 361; educational, 365; evaluation and, 374–376; hallmarks of, 362; implementing, 369–373; informational, 365; integrity and respect and, 370; intentions and, 364, 371; process of, 370–373; rewards of, 362; scoping and, 367–369; success of, 361, 373–374; teaming and, 367; third party/convener skills and, 366–367; time and proximity and, 369–370; values and, 364. *See also* Program on Energy, the Environment, and the Economy (Aspen Institute)

Interethnic conflict: in the Balkans, 158; intractable conflict and, 156–157; social context and, 156–157; societal beliefs and, 156; systems model of dispute resolution and, 157, 159, 162
Interethnic conflict, theory-based training and (study): conflict resolution training and, 159; Croation-Serb workshops and, 163; homogeneity of participants and, 166; interethnic conflict in Balkans and, 158; intractable conflict and, 156–157; limitations of training program and, 164–166; MACBE model and, 157, 159, 162; outcomes of workshop, 163; problems with design components and, 164–165; scholar-practitioner model and, 164 strengths of training program and, 164; systemic/long-term monitoring and, 165–166; systems model implementation and, 165; training evaluation and, 163–166; trauma workers and, 158; workshop design/operation and, 159–163
Interfaith Peacebuilding Institute, Maluku, 353–355
Internal dispute resolution: alternative dispute resolution measures and, 313–314; increase in, 313; research on, 314–315. *See also* Ombuds processes, effectiveness of (study)
International Catholic Migration Committee, 354
International Conflict Research (INCORE), 275
"International Education and Conflict: Empowering Individuals, Transforming Societies, and Making Waves—An Interview with Jane Benbow from CARE," 483–490
Internet: social interaction on, 381. *See also* Online dispute resolution
Intractable conflict: defined, 243–244; features of, 156; framing and, 244; interethnic conflict and, 156–157; key elites and, 256; reframing of, 246; reporters' role and, 246; systems model and, 157, 159, 162; transformation of, 157; transformative approach to, 246, 256
Israel: environmental disputes in, 211. *See also* Environmental conflicts, and the media (study); Framing, conflict mapping and (study)

J

Johnson, L. S., "A Path to Peace or Persistence? The 'Single Identity' Approach to Conflict Resolution in Northern Ireland," 273–293
Jones, T. S., "Building the Container: Curriculum Infusion and Classroom Climate," 115–130

K

Karen Refugee Camp, 493–494. *See also* Trauma-healing workshops, for Karen refugees
Kimsey, W. D., "CONFLICTALK: An Instrument for Measuring Youth and Adolescent Conflict Management Message Styles," 69–78

L

Land use decisions: challenges of, 190–191; controversy about, 192; public participation and, 189–191. *See also* Smart Growth land use model
Lane-Garon, P. S., "Mediator Mentors: Improving School Climate, Nurturing Student Disposition," 47–67
Lee-Partridge, J. E., "Traditional Mediation Practices: Are We Throwing the Baby Out with the Bath Water?" 451–462
Legitimacy, compliance and, 142
Listening to the City" Online (LTC-O), and the Full Value Contract (FVC; case study): background, 382; benefits of, 386–387; contract impacts and, 383–384; contract role and, 387–388; contract use and, 382–383; description of, 385–386; dialogue format and, 386–387; facilitator role and, 387–388; ground rules and, 384–385; online conflict and, 389–390; participant cooperation and, 388–389; participation and productivity and, 383–384; September 11 and, 386
"'Listening to the City' Online Dialogues Experience: The Impact of a Full Value Contract, The," 381–393

Littlejohn, S. W., "The Transcendent Communication Project: Searching for a Praxis of Dialogue," 337–359
Local International Learning Project (LILP), 275, 283–284, 286, 288
Long, J. J., "Compliance in Small Claims Court: Exploring the Factors Associated with Defendants' Level of Compliance in Mediated and Adjudicated Outcomes," 139–153
Lower Kishon River Basin conflict, 212, 220–221, 225–235. *See* Environmental conflicts; Framing, conflict mapping and (study)

M

MACBE model, of conflict resolution, 157, 159, 162
Macedonia: Common Ground media projects in, 81; interethnic relations in, 80 media in, 81. *See also* Nashe Maalo (Our Neighborhood) media project
Malay mediation: elders as mediators in, 454–455; influence of Koran on, 455, 460; mediation stages in, 455; timing of, 455, 460; traditional practices in, 454–455; working with Malay clients and, 460. *See also* Traditional Chinese/Malayan mediation practices
Media: conflict and, 240; environmental issues and, 245–246; ethnic stereotypes and, 80; negative outcomes of, 239–240; peace building and, 80; pervasiveness of, 79; reporters' role and, 246; societal function scale and, 245; as tool for social change, 80; violence on, 79. *See also* Children's television; Common Ground media projects; Environmental conflicts, and the media (study)
Media frames, 245
Mediation: vs. adjudication, 139–140; compliance and, 142–143; dichotomous views of, 295; empowerment and recognition and, 341. *See also* Alternative dispute resolution; Chinese mediation; Malay mediation; Mediation, integrative framework for; Mediation, mediator views of (study); Mediation, police use of (study); Peer mediation programs
Mediation, integrative framework for: advantages of, 308; bipolar descriptions of mediation and, 295, 301, 307, 309; broad definition of mediation and, 301, 308; contextual factors and, 304–307; described, 301–302; implications, 309–310; understandings of mediation and, 302–304. *See also* Mediation, mediator views of (study)
Mediation, mediator views of (study): conclusion, 309–310; contextual factors, 304–307; data analysis, 296–297; data collection, 297–299; discussion, 307–309; educational background and, 306; findings, 307–308; gender and, 305; implications, 309–310; integrative framework and, 301–304, 308–310; literature review, 295; matrix of questions, 300–301; mediation experience and, 306–307; mediation sector and, 305–306; methodology, 296; purpose, 295–296; questionnaire questions, 299–300; questionnaire, 297–300; recommendations, 308–309; research questions, 296; sample, 297; terminology, 301; typology, 301. *See also* Mediation, integrative framework for; Mediation, understandings of
Mediation Mentors program, student and school climate outcomes of (study): academic performance and, 57–58; background, 47–49; instruments, 53–54; learning environment components and, 52–53; literature review and, 49–51; measurement protocol and, 53–54; mentoring relationships and, 54–55; method, 53–55; practice implications, 59; research implications, 59–60; results/discussion, 55–58; school climate and, 57; setting, 51–52; student conflict experience and strategy choice and, 56; student conflict experience and, 56; student consideration of others' thoughts/feelings and, 55–56
Mediation, police use of (study): challenges and, 266–267; community dispute resolution centers (CDRCs) and, 263–267; conclusion, 267; data collection/analysis, 264; discussion, 266–267; future research, 267;

limitations, 267; methodology, 263–264; National Association for Community Mediation initiative and, 263; police perceptions of mediation and, 265–266; police training curricula and, 265; research findings for phase one, 264–265; research findings for phase two, 265–266
Mediation, understandings of: contextual factors, 304–307; educational background and, 306; gender and, 305; integrative framework and, 301–302; mediation sector and, 305–306; mixed, 301, 304; norm-advocating style and, 303; norm-educating style and, 204; norm-generating style and, 304; pragmatic, 301, 302–303; socioemotional, 301, 303–304
"Mediation Styles: Subjective Assessment of Mediators," 437–450
"Mediator Mentors: Improving School Climate, Nurturing Student Disposition," 47–67
Mediator response, to dueling experts: identify response options, 425–433; reframe the conflict, 423–425. *See also* Reframing conflict
Mediator styles: bargaining vs. therapeutic, 438, 448; client-mediator match and, 437; counselor, 442–443, 447–449; definition of, 437; democratic, 443, 447–448; facilitator, 442, 447–448; mediator styles grid and, 438; negotiator, 441–442, 447–448; passive to active problem-solving continuum of, 437–438, 448; Q methodology and, 438; research on, 437–438; Riskin's four basic, 438, 448–449; shuttle diplomacy, 438; unconscious elements in, 438. *See also* Mediator styles (study)
Mediator styles (study): conclusion, 449; counselor perspective, 442–443, 447–448; democratic perspective, 443, 447–449; discussion, 447–449; facilitator perspective, 442, 447–448; findings, 411–447; methodology, 439–440; negotiator perspective, 441–442, 447–448; purpose, 437; Q methodology and, 439; Q-sort loadings, 444–447; Q-sort procedure, 440; sample generalizability, 440; sample size, 439–440. *See also* Mediator styles
Mindanao conflict, 503–504. *See also* Notre Dame University peace education program
Minnesota Smart Growth projects: combining processes and, 203–304; communication and, 204–205; consensus-building strategies and, 206–208; convening/designing and, 196, 200–206; definition of *consensus* and, 197–198; effects of consensus-building processes and, 194–196; evaluation and, 205–206; external communication and, 196; group dynamics and, 201; implementation and, 193–194; participant education and, 199–200; participant participation and, 200–206; process implementation and, 196; project characteristics and, 196–197; Smart Growth goals and, 192; stakeholder inclusion and, 201–203; urban growth and, 190; visioning and, 193; voting and, 198. *See also* Smart Growth land use model
Moral reasoning: classroom conflict and, 31; cognitive development and, 30; community/group attachment and, 33; conflict resolution training and, 41; cooperative environments and, 30; development of, 29–30; empathy and, 30 interaction/discussion with peers and, 32; listening and, 32; moral judgment and, 29–30; perspective-taking and, 32; punitive control and, 31–32; reciprocity and, 29; role-taking opportunities and, 31; school attachment and, 33–34. *See also* Moral reasoning, conflict resolution and (study)
Moral reasoning, conflict resolution and (study): conclusions, 41; data, 38; design, 34–35; findings, 38–40; instruments, 37; literature review, 28–34; Project Peace treatment and, 36; purpose, 34, 40; recommendations, 42; sample, 35–36
Motivation, affect, cognition, behavior, and social environment (MACBE) model, for conflict resolution, 157, 159, 162

N

Nashe Maalo (Our Neighborhood) media project: appeal of, 86; comprehension/credibility and, 86; conclusion, 91–92;

controversial nature of, 85; ethnic diversity and, 86–87; findings, 89–91; formative research on, 85–88; impact continuum and, 84; impact measurement and, 88; learning to live together and, 90–91; local production of, 84; methodology and, 88; multiculturalism and, 91; overcoming stereotypes and, 89; political impact of, 91–92; problem solving and, 86; production process and, 82–84; program success and, 85, 87–88; project goals and, 82; recognizing each other's languages and, 90; research results from, 86–87; research role and, 84; responding to changes in conflict context and, 91; Search for Common Ground and, 81; viewership survey and, 84–85
National Association for Community Mediation (NAFCM), 263, 400
National Coalition for Dialogue and Deliberation (NCDD), 384
National Conference on Peacemaking and Conflict Resolution (NCPCR), 96
National Curriculum Integration Project (NCIP), 115–118, 120–128
National Issues Forum (NIF), 385
Negotiation, experts and, 421–423
Negotiation, first-order change and, 339
No Child Left Behind Act, 2
Northern Ireland: alternative community relations strategies and, 274; community relations work in, 274, 279; cross-community work in, 281–282; education system in, 278–279; intergroup friendship/marriage and, 278; patchwork communal geography of, 278; political divisions in, 279; religious groups in, 273–274; single-identity work in, 271, 274, 282–291; social attitudes in, 279; social divisions in, 277–279; social/historical background of, 273–274
Northern Ireland conflict: contact hypothesis and, 279–281; history of, 276; Local International Learning Project and, 275, 283–284, 286, 288; political peace initiatives and, 277; religious groups and, 276; violence and, 276
Notre Dame University peace education program: challenges for, 510; conscientious reflection and, 507; critical values formation and, 506–507; demographics and, 505; dialogue and, 507; evolving programs of, 507–509; framework of, 506–507; holism and, 506; impact of, 509–510; Mindanao conflict and, 503–504; Muslim self-determination and, 504; roots of, 505–506; strategic location and, 504–505; vision for future and, 511; vision-mission of, 505
Nowell, B. L., "State-Level Associations: An Emerging Trend in Community Mediation," 399–417

O

Ohio. *See* Conflict resolution education programs (Ohio)
Ohio Department of Education (ODE), 1–2
Ohio School Conflict Management Initiative (OSCMI), 131–132
Ombuds processes, effectiveness of (study): cost-effectiveness of, 315; methodology, 317–319
Ombuds processes, success of (study): client satisfaction and, 321–322, 332; conclusion, 350–332; data, 319–320; fairness of, 331–332; future research and, 330–331; interviews, 317–319; limitations on resolution options and, 329–330; measures of success and, 315–316, 331–332; misunderstanding of, 332; ombud power and, 531; perceived seriousness of dispute and, 326–327; perceptions of success and, 322–325; research on, 314–316; research question one: success on conventional measures, 315–316, 320–322; research question three: disputant characteristics and success, 316, 325–330; research question two: perceived success, 316, 322–325; research/practice implications of, 330–331; results/discussion, 320–330; setting, 316–317; time to resolution and, 327–329, 332
Online dispute resolution (ODR): facilitator role and, 387–388; tournament of, 381; value of, 390. *See also* "Listening to the City" Online (LTC-O), and the Full Value Contract (FVC; case study)
"Our Neighborhood: Using Entertaining Children's Television to Promote Interethnic Understanding in Macedonia," 79–93

P

Parent conflict, and divorce, 172
Parent education programs (PEPs): dispute settlement and, 171–172; evaluation of, 169–170; inclusion in family courts and, 169; litigation rates and, 170; parent conflict and, 172, 183; poor attendance in, 171; relitigation rates and, 170–171; use of court resources and, 173; use of mediation and, 172. *See also* Family information session (FIS); Parent education programs and use of court resources (study)
Parent education programs, and use of court resources (study): discussion, 181–183; family information session and, 173–185; follow-up period events and, 182; judicial interventions and, 182; literature review, 170–173; measurement, 175–176; method, 175–181; parent conflict and, 172, 183; policy/practice recommendations, 184–185; research hypotheses, 173–174, 182–183; research implications, 184; research objectives, 173; results, 176–181; sample, 175, 181–182; time gap and, 183. *See also* Parent education programs (PEPs)
"Path to Peace or Persistence? The 'Single Identity' Approach to Conflict Resolution in Northern Ireland, A," 273–293
Peace building: coevolution of Realpolitik and Idealpolitik and, 519–520; confrontational and collaborative approach to, 518–519; human relationships and, 518; Idealpolitik and, 515–520; in Middle East, 519–520; terrorism and, 519; three-pillar framework of, 516–518; trauma healing and, 491–492
Peace education: attitudes and, 465; audiences of, 465, 467; curriculum for, 464–465, 472–474; definition of, 464; education and conflict and, 467–469; educator opportunities/activities and, 468–469; formal/nonformal, 472; individualistic/idealistic focus of, 466; knowledge transmission and, 465, 473; nonviolent orientation of, 466; pedagogy of, 465; providers of, 466; reconciliation/peace building and, 469 roles of, 468–469; skill development and, 465; values education and, 465–466. *See also* Notre Dame University peace education program; Teaching of peace/conflict
Peace educators. *See* Educators
Peer mediation outcomes, in school-based programs (study): Binomial Effect Size Display of findings and, 20–21; conclusions, 20; conflict issues and, 18–19; descriptive outcomes and, 16–17; discussion, 20–22; future challenges and, 22; future research and, 21; impact of being a mediator and, 19–20; literature research description and, 11–15; mediation skills transference and, 21; methods, 11–16; program impact and, 17–18; program outcomes coding and, 15–16; research base, 8–11; results, 16–20; school climate and, 21–22; self-esteem and, 21–22; statistical procedure and, 16; training impact and, 19–20. *See also* Conflict resolution education (CRE); Mediation Mentors program, student and school climate outcomes of (study); School-based peer meditation
Peer mediation programs: purpose, 7–8; training in, 7. *See also* Peer mediation outcomes, in school-based programs (study)
Person-centered theory, 495
Persuasion, first-order change and, 339
Philippines, 503–505. *See also* Notre Dame University peace education program
Phillips, N., "Police Use of Mediation," 263–267
Phrasing frames, 218. *See also* Framing
Picard, C. A., "Exploring an Integrative Framework for Understanding Mediation," 295–311
Pointing, 349
Police. *See* Mediation, police use of (study)
"Police Use of Mediation," 263–267
Posttraumatic stress, 492–493. *See also* Trauma healing; War trauma
Practical Theories of Dialogue conference, 269
Procedural justice: compliance and, 140–141, 151; defined 140
Process control, 140

Process frames, 218–220. *See also* Framing
Program on Conflict Studies, Kennesaw State University, 395
Program on Energy, the Environment, and the Economy (Aspen Institute): background, 361; challenges in, 372–373; communication skills and, 372; convergent projects of, 365–366; evaluative framework for, 374–376; flexibility in, 372–373; lessons learned from, 376–378; nonattribution and, 371–372; outcomes of, 366; participant frustrations and, 374; participant satisfaction and, 373–374; participants in, 370; project procedure and, 370–373; success of, 373–374. *See also* Intentional, values-based dialogue
Public Conversations Project, 385
Public policy conflict, dialogue and, 363–364
Pyser, S. N., "The 'Listening to the City' Online Dialogues Experience: The Impact of a Full Value Contract," 381–393

Q

Q methodology, 439
Q-sort procedure, 440

R

Raines, S. S., "International Education and Conflict: Empowering Individuals, Transforming Societies, and Making Waves—An Interview with Jane Benbow from CARE," 483–490
Realpolitik, 514–515, 519–520
Reframing conflict: environmental issues and, 235, 246; step 1: reframe/summarize, 424; step 2: convert to problem-solving questions, 424; step 3: brainstorm range of options, 424–425
Research Matters: "Cost-Benefit Analysis of CRE Programs in Ohio," 131–133; "Police Use of Mediation," 263–267
Resilience, attachment and, 33–34
Resiliency, 492
Response options, with dueling experts: experts answer list of questions, 426; experts write explanation, 426–428; explain why differences exist, 426; introduce new facts, 430; involve third expert, 428–430; refer to judge, 432–433; split the difference, 430–431; toss a coin, 432; trade chips, 431; try to convince other side, 425
Richardson, T., "Mediator Mentors: Improving School Climate, Nurturing Student Disposition," 47–67
Richter, R., "What's News? Reflections of Intractable Environmental Conflicts in the News: Some Promises, Many Premises," 239–262

S

Salem, D., "State-Level Associations: An Emerging Trend in Community Mediation," 399–417
Sandole, D.J.D., "Conflict and Education: Some Personal Reflections," 513–523
Sanford, R., "Building the Container: Curriculum Infusion and Classroom Climate," 115–130
School-based peer mediation: behavioral indicators and, 8; conflict knowledge/perceptions and, 10; critics of research on, 11; issues in, 8–11; mediation skill transference and, 8–9; number of agreements reached and, 9; participant satisfaction and, 9; self-concept/self-esteem and, 9–10; training effectiveness and, 9. *See also* Conflict resolution education (CRE); Conflict resolution programs, school-based; Moral reasoning, conflict resolution and (study); Peer mediation outcomes, in school-based programs (study)
Schools: conflict management in, 479; cultural imperialism and, 477; sorting function of, 477; as targets of violence, 476. *See also* Teaching of peace/conflict
Scoping, 349–350, 367–369
Scott, K. M., "Exploring the Intragroup Conflict Constructs and Behaviors of African American Public School Children in an Inner-City Conflict Resolution Education (CRE) Program," 95–112
Search for Common Ground (SFCG), 80. *See also* Common Ground media projects
Second-order change, communication and, 339

Seeds for peace, 469
Self-other ridges, 341, 343
Shmueli, D. F., "Stakeholder Frames in the Mapping of the Lower Kishon River Basin Conflict," 211–238
Shochat, L., "'Our Neighborhood': Using Entertaining Children's Television to Promote Interethnic Understanding in Macedonia," 79–93
Single-identity work: activities of, 282–283 benefits of, 283; challenges to, 287–289; contact hypothesis and, 279–281; Contact Triangle Model of, 285–286; cross-community work and, 282; definition of, 282; future research needs on, 288, 290; intergroup differences and, 283; lack of norms/model for, 283; Local International Learning Project and, 275, 283–284, 286, 288; in Northern Ireland, 271, 274, 282–291; outcomes/impact questions about, 287; own-culture validation projects and, 284; participant recruitment/commitment and, 288–289; personal development projects and, 284–285; practitioners' goals and, 286–287; program evaluation issues and, 288; respect-for-diversity approach to, 285; sectarianism and, 287–290; social identity theory and, 290; terminology/conceptual issues and, 287. *See also* Community relations work
Smart Growth land use model: American Planning Association and, 191–192; citizen participation and, 191–192; consensus-building processes and, 192–199; debate about, 191; definitions of, 191. *See also* Land use decisions
Social and emotional learning (SEL) programs, critiques of, 3
Sophistry, communication and, 345–346
Spirit of freedom, in dialogue, 347
Spirit of inclusion, in dialogue, 347–348
Spirit of inquiry, in dialogue, 348
Spirit of possibility, in dialogue, 348
Spirit of spontaneity, in dialogue, 348
"Stakeholder Frames in the Mapping of the Lower Kishon River Basin Conflict," 211–238
State-Level Associations: An Emerging Trend in Community Mediation," 399–417
State-level mediation associations (SMAs): boards of directors and, 406; challenges for, 408; community-based dispute resolution programs and, 401; focus of activities of, 403–405; funding and, 407–408, 412–414; growth of, 399; leadership and, 411–412, 414–415; leadership conflicts of interest and, 411–412; membership and, 408–409, 414; nonprofit, 402; organizational diversity and, 409–411; social/professional networks and, 406–407, 415; state government support and, 407; background, 401–402; conclusions, 413–416; future research, 416; limitations, 415–416; phase 1: procedures/analysis, 403; phase 1: questions, 402; phase 1: results/discussion, 403–405; phase 1: sample, 403; phase 2: analysis, 405; phase 2: data authentication, 406; phase 2: procedure, 405; phase 2: results/discussion, 406–413; phase 2: sample, 405; purpose, 401; recommendations, 414–415. *See also* Community-based dispute resolution programs (CDRPs); State-level mediation associations (SMAs)
Strange loops, of dialogue, 344–345
Study Circle Resource Center (SCRC), 385
Substance frames, 218. *See also* Framing
Sustainable community development, 495
Systems model, for intractable conflict resolution, 157, 159, 162

T

Teaching of peace/conflict: agency and willingness to learn and, 478–479; approach to knowledge and, 475–476; five questions of education systems and, 474–475; future work and, 479–480; implicit curriculum and, 473; management of differences and, 474–475; multiple levels of conflict and, 477–478; national stories and, 473; selective vision and, 473–474; self-perpetuation of violence and, 479; social ideals and, 474; structure/purpose and future-oriented approach and, 476; violence in schooling and, 476–477; violence in schools and, 476. *See also* Peace building

Teaming, 367
Terrorism, 519
"Theory-Based Training in Constructive Conflict for Trauma Relief Personnel: The Case of Croatia and Bosnia," 155–167
Third party/convener skills, 366–367
Three-pillar framework of peace building, 516–518
Tidwell, A., "Conflict, Peace, and Education: A Tangled Web," 463–470
"Traditional Mediation Practices: Are We Throwing the Baby Out with the Bath Water?" 451–462
Traditional Chinese/Malayan mediation practices: blending of practices and, 456, 460; comparison of practices and, 456; summary of differences and, 457–459. *See also* Chinese mediation; Malay mediation
Training/development. *See* Interethnic conflict, theory-based training and (study)
Transcendent communication, 338, 351, 356–357. *See also* Transcendent Communication Project
Transcendent Communication Project (TCP): action research and, 355; Catron County case study and, 351–353; central question of, 349; communication perspective of, 339–340; components of, 338–339; concept application and, 338; concept development and, 338; concept exploration and, 338; context and, 349, 356; context-focusing questions and, 349–350; implications and, 355–357; Jakarta conflict and, 353–355; metaphors and, 340–351; origins of, 338; pointing and, 349; practical theory and, 355; purpose of, 348; relational responsibility and, 340; scoping and, 349–350; Vietnam dialogues project and, 350–351. *See also* Communication perspective; Dialogue
"Transcendent Communication Project: Searching for a Praxis of Dialogue, The," 337–359
Transformative communication. *See* Communication perspective; Transcendent Communication Project (TCP)
Trauma healing: context-based, 499–500; peace building and, 491–492; physical and social needs and, 498; posttraumatic stress and, 492–493; resiliency and, 492; service spectrum and, 498; spiritual entities and, 500; studies on, 492. *See also* Trauma-healing workshops, for Karen refugees; War trauma
Trauma-healing workshops, for Karen refugees: community-based approach to, 492, 494; context-based healing and, 499–500; Freire's theory of literacy and, 495; group vs. cooperation theory and, 495–496; methods in, 496; objectives of, 496; person-centered theory and, 495; phases of, 496; sustainable community development and, 495; themes/topics of, 496; warviews of refugees and, 496–498
Trauma workers, interethnic conflict and. *See* Interethnic conflict, theory-based training and (study)

U

us U.S. Institute of Peace (USIP), 395, 463–464
"Using International, Values-Based Dialogue to Engage Complex Public Policy Conflicts," 361–379

V

Values-based dialogue, 364
Values/identity frames, 215, 218. *See also* Framing
Vietnam dialogues project, 350–351
Violence: aspects of large-scale, 494; cultural imperialism and, 477; education and, 467–468; gender-based, 476; lack of education and, 477; in schools, 468, 476; schooling and, 476–477. *See also* Conflict
Visser, A., "A Path to Peace or Persistence? The 'Single Identity' Approach to Conflict Resolution in Northern Ireland," 273–293
Volpe, M. R., "Police Use of Mediation," 263–267
Vraneski, A., "What's News? Reflections of Intractable Environmental Conflicts in the News: Some Promises, Many Premises," 239–262

W

Wade, J. H., "Dueling Experts in Mediation and Negotiation: How to Respond When Eager Expensive Entrenched Expert Egos Escalate Enmity," 419–436
Wade, S. O., "Using International, Values-Based Dialogue to Engage Complex Public Policy Conflicts," 361–379
War: political objectives and, 519; Realpolitik and, 514; sex and, 514
War trauma: posttraumatic stress and, 492–493; social/cultural factors and, 49. *See also* Trauma healing
Warviews, 492
Weaving, dialogue and, 346–347
Western educators. *See* Educators
"What Is Success in Ombuds Processes? Evaluation of a University Ombudsman," 313–335
"What's News? Reflections of Intractable Environmental Conflicts in the News: Some Promises, Many Premises," 239–262
Williams, J. H., "Civil Conflict, Education, and the Work of Schools: Twelve Propositions," 471–481
Wood, J., "Mediation Styles: Subjective Assessment of Mediators," 437–450

Y

Yugoslavia. *See* Balkans

Z

Zirbel, C. S., "Evaluating Peer Mediation Outcomes in Educational Settings: A Meta-Analytic Review," 7–26